**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** 1st | | | **Date(s)**: |
| **Unit Title:** Counting to 120. | | | | **Corresponding Unit Task:** Students should be able to rote count and group objects up to 120. | | |
| **Essential Question(s):** How is our number system organized? Why is bundling important? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Large ten frame * Jars of objects * Number line * Sticky notes * United Streaming video | | **Student:**   * Sticky notes * Pompoms * Laminated ten frames up to 120 * Counters | | | Tens  Ones  Group  Bundle | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** [**1.NBT.2a**](file:///C:\Users\carterc6\AppData\Roaming\Microsoft\Word\1.NBT.2.doc)  Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case: 10 can be thought of as a bundle of ten ones – called a “ten”. | | | | | |
| **I Can Statement(s):**  I can count to 120, starting at any number less than 120.  I can show an amount of objects with a written number. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Today we are going to watch a United Streaming video on counting animals. Using the projector show students Animals and Counting: <http://player.discoveryeducation.com/index.cfm?guidAssetId=7D798EBE-7312-4FA8-B7F7-3CC7110B9F86> As we watch the video lets count along. | | | | | |
| **Teacher Directed:** Show clear jars with different amount of objects (i.e. a jar of linking cubes, jelly beans, paper clips, etc). Have students identify which jars they think have the most objects. Have students share their reasoning. Have groups/partners count the objects in each jar, write the number, and write the amount on a sticky note that can be placed on a number line. Have the class share their findings. Talk about each group counted the objects (groups of 5’s, 10’s or 2’s). Have the class practice counting on up to 120 for each jar of objects. | | | | | |
| **Guided Practice:** In groups give students bags of objects. Have each group decide how many objects are in each bag. They will estimate how many objects are in each bag, then count and write the number. Place the number of objects on a number line with a sticky note. | | | | | |
| **Independent Practice:** Put students with a partner and give each set a 120 chart and a pompom. Students will drop the pompom and make the number they drop the pompom on using laminated tens frame (use counters or dry erase markers), then write the number. Partners will practice counting on up to 120 from the number they landed on. | | | | | |
| **Closing/Summarizing Strategy:** Review I can statements and counting objects. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Students will create their own bundles without ten frame template. * Use numbers higher than 120. * Students can complete task independently. | | | * Use 100’s chart or 50 chart * Use manipulatives to put into tens frame instead of drawing in the ten frame. | | | * Use 100’s chart or 50 chart * Use manipulatives to put into tens frame instead of drawing in the tens frame. |
| **Assessment(s):**  Monitor and take notes independent practice. | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | |